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ABSTRACT

Information on the Research on Higher Education Program in Sweden is presented. After an overview of the program, a bibliography of current studies by subject area, and descriptive information on current studies are provided. The research program was given an independent status within higher education research and development. The program deals with four main fields of inquiry: the role of higher education in society, the organization of higher education, the research function, and the educational function. All these areas are studied in a multidisciplinary approach whereby problems are analyzed both structurally and in process and individual perspectives. The program uses the research approaches of the humanities and the social sciences, as well as the study topics of the natural sciences and technology. The percentage of grants by discipline for 1971-1984 is tabulated. In addition, a table summarizes the research publications by disciplines and language (Swedish/English). Profiles on 26 studies include an abstract, the college department involved, the project leader, and the project period. (SW)

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Swedish Research on Higher Education

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THE RESEARCH ON HIGHER EDUCATION PROGRAM

AN OVERVIEW

Sectoral research or sectoral R&D comprises research, development work, evaluation etc prompted by the need for knowledge concerning a particular sector of society and funded within that sector. This knowledge production ought, according to the view recently endorsed (in June 1984) by the Swedish Riksdag, to proceed on both a short-term and long-term basis. To some extent it should bear the impress of the questions and premises of the practitioners and policy-makers now involved, but to some extent it should also be arranged quite independently. Long-term, independent sectoral research means that the researchers involved work on their own programming responsibility and that they themselves assume full responsibility for the way in which problems are stated and studies conducted and reported on.

The Research on higher education program represents this type of long-term independent research. Its task is to augment scientific knowledge concerning the content, forms and effects of higher education and research activities. During the mid-1970s, this program was, however, a topic of intense discussion. Within the central higher education authority there were strong demands that it should be made to work in close relation to the authority's planning and reform activities. Some of the program's advisers, on the other hand, argued that the program should take an independent perspective and try to build up research competence and a qualified research community.

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In its 1975 budget requests, the Office of the Chancellor of the Swedish Universities said that it was very important that some sectoral research should have the character of independent, basic research. The then Chancellor found it natural that such ambitions should be furthered also within the higher education sector itself. This was arranged by giving the research program an independent status within higher education R&D. In reality the program's advisory groups were now given a role resembling that of research councils. These groups, one comprising professors in disciplines relevant for the study of higher education and another comprising practitioners in higher education, acquired revised duties and working routines. Until then they had only held joint meetings for project assessment purposes, with the result that projects that were low on research quality had sometimes been accepted on account of their high relevance ('compromise projects').

Application requirements were now intensified, theoretically sound research plans being demanded in the same way as with the research councils. And the annual selection of project ventures was divided up into six stages. Thus (1) expert statements on which to base qualitative assessments are obtained from outside researchers. (2) Advisory practitioners meet separately to appraise the relevance of the research proposals submitted. (3) Advisory researchers meet separately to appraise the scientific quality of proposals. (4) The programme secretariat makes a selection among the proposals based on these assessments. (5) All advisers meet and consider this proposed list, after which (6) the outcome of these deliberations is registered, through the program secretariat of the R&D unit, as the NBUC's decision. It should be added that nowadays there are many more relevant proposals than can be accomodated, so that only the scientifically most interesting proposals have a chance of getting accepted.

These management procedures have given the NBUC Research on higher education program a distinct character of long-term, autonomous knowledge development. Activities under the program are supported, but not controlled, by the Board. The main purpose of the program is to encourage throughout the higher

education system - both locally and centrally - well-informed analysis, reflection and debate concerning basic issues of higher education. For this reason it has also become very important for the program to build up and support a qualified research community.

With this organisation, the main actors of the program are a number of research groups with long-term engagements, as well as their international research community, while the NBUC program secretariat is mainly concerned with administrative co-ordination. At the same time this construction of the research program has broadened the scope of two other, related NBUC programs, viz one for inservice training for higher education staff and one for follow-up and policy studies. These two activities serve, among other things, as important links between independent research and ongoing local and central planning work.

CONTENT

The Research into higher education program deals with four main fields of enquiry: the role of higher education in society, the organisation of higher education and the research and educational functions respectively. All these areas are studied in a multidisciplinary approach whereby problems are analysed both structurally and in process and individual perspectives. The problem areas are continuously studied by means of analytical overviews and empirical studies aimed at the gradual development and refinement of concepts and conceptual models, so as to enhance understanding of higher education activities and their role in society.

The development of new modes of description and methods of analysis constitutes a long-range process in which different conceptions and approaches are tested against one another in a continuous process of interaction.

The following two examples will serve to show that development of this kind is actually under way.

(a) Typical studies of educational effects in the early 1970s were concerned with various external yardsticks of efficiency and productivity, while ten years later they are mainly concerned with the students' concept formation and the way in which they acquire attitudes and values regarding the professional activities for which higher education prepares them.

(b) Questions of organisation which were studied in the initial stage of the program's existence were concerned with outer circumstances such as localisation, organisation of the studies, administrative procedures etc, while organisational research today is concentrated instead on the inner life of higher education, as expressed for instance through the attitudes of the teachers and researchers towards their work and its conditions, through the knowledge traditions of various disciplines and study programs, and so forth.

The following two tables contain an overview of the development of the program hitherto and a forecast for the remainder of the 1980s. Table 1 illustrates shifts in the distribution of inputs between the four problem areas.

Table 1 Swedish Research on Higher Education
Inputs by Areas

Problem Areas	Percentage of Grants				Prediction
	1971-74	75-78	79-82	83-84	for 1984-89
Role in Society	39	33	38	32	30
Organization	16	38	30	26	30
Research Function	2	21	19	19	25
Education Function	43	18	13	23	15

The above forecast is based on judgements by the program's advisory groups. Their discussions concerning the direction of the program were partly based on idea papers written by about 30 researchers and

practitioners belonging to the program's nearest interest groups. The forecasts stated in this and the following table constitute part of the NBUC's reply to a questionnaire on long-range sectoral research, which formed a basis for the Government's 1984 Research Policy Bill.

Elsewhere in its reply to this questionnaire, the NBUC, endorsing the opinions of the advisers, recommended that the research program for the period until 1990 should particularly invite applications for studies of the following issues:

a) research environment and research organisation,
b) knowledge traditions of educational programs,
c) higher education organisation and the content of research and teaching,
d) higher education and the division of labour in society, and
e) higher education and cultural life.

One of the characteristics of this program is that it consists of studies in the humanities and social sciences. It is the manner in which these sciences ask questions and give answers which is expected to improve our insight concerning the conditions under which higher education can best serve its purpose. The topics of study, on the other hand, are often located in the natural sciences and technology, as in the case of current studies of research training in biology and physics, the teaching of mechanics, the establishment and consolidation of interest in technical studies, the way in which medical education transmits the professional role of physicians, and so forth.

Shifts in the balance between the disciplines involved are illustrated in Table 2. Psychology and education, which were the big subjects to begin with, now share their leading position in the program with other subjects such as history, philosophy and political science.

Table 2 Swedish Research on Higher Education
Inputs by Disciplines

Disciplines	Percentage of Grants 1971-74	75-78	79-82	83-84	Prediction for 1984-89
Philosophy, History, History of Ideas, Theory of Science	2	18	22	37	30
Business Economics, Economics, Economic History, Geography	9	16	-	3	-
Education, Psychology	70	39	52	29	35
Sociology, Anthropology	18	7	8	15	15
Political Science	1	20	18	16	20

There is no room in this information bulletin for a more detailed description of the content of the program. General descriptions of its content and policy are to be found in the annual overviews published since 1971 in this series of information bulletins and its predecessors. An up-to-date history of the program was published in 1983 (Neave-Jenkinson: *Research on Higher Education in Sweden*, Stockholm: Almqvist & Wiksell International). That publication includes a description and evaluation of the content, working methods and effects of the program. The authors find, among other things, that the program has facilitated the development of a higher education research community in Sweden, and also that it actively maintains a dialogue between researchers and practitioners in higher education.

Appendices to the present overview contain a bibliography of the program's recent publications (pp. 8-16) and a list of the current studies (pp. 17-26). Among the new grants this year is a special fellowship, a six-year associate professorship, which further underlines the program's character of independent research.

In addition, there is a table summarising the publications by disciplines and Swedish/English (App. 3). This shows, for example,

that publishing activities in this program are the same as in other scientific research, in that they are mostly in English and through the medium of established specialist journals. This serves to guarantee intradisciplinary quality assurance and a rewarding interchange within the international research community. At the same time the program also actively disseminates information within the Swedish higher education institutions, for example through its information bulletins, through problem area meetings and advisory group meetings and, in general, through the participation of the program's researchers in conferences and courses as well as in the ongoing debate concerning higher education and research policy.

Eskil Björklund

17th August 1984

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Appendix 2

STUDIES OF HIGHER EDUCATION AND RESEARCH

Selected on-going projects

Higher education in society

UNIVERSITY STUDIES AND CONCEPT OF REALITY - A STUDY OF EFFECTS OF EDUCATION

Department of Education
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL Sweden

Project leader: Ass. Prof. Lars Owe Dahlgren

Project period: 1977-84

Abstract: The project investigates the extent and duration of the socialisation of ideas in higher education. The professional trainings included in the investigation are medicine, technology, psychology and economics. The method used is the longitudinal one, with interviews before, during, and at the end of the study years. The project's ambition is to describe perspectives applied and conceptions held when disentangling problems of a general nature (e.g. learning, studies, professionalism) as well as more specific problems within their own field of study.

LONG-TERM EFFECTS OF HIGHER EDUCATION

Department of Education
University of Umeå
S-901 87 UMEA Sweden

Project leader: Professor Sigbrit Franke-Wikberg

Project period: 1977-84

Abstract: The project aims to understand the different sorts of perception entertained by students about their working life, and how this is affected by different educational experiences. The researchers will follow students from four training programs namely medicine, engineering, psychology and economics throughout their post-secondary career. By examining the way students think and argue about their educational experiences, their future occupations and problems relating to these sectors, the researchers will endeavour to assess the differences between these four types of educational experience. The method used will be repeated in-depth interviewing, over a long period, with a selected sample of students.

LONG-TERM EFFECTS OF EDUCATION AMONG POST-SECONDARY STUDENTS

Department of Education
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL Sweden

Project leader: Professor Kjell Härnqvist

Project period: 1979-84

Abstract: This project forms part of a wider programme being jointly pursued in the Department of Educational Research at the University of Gothenburg, and it makes use of a growing body of empirical data associated with that programme. Its aim is to study the educational background of selected undergraduate students and its consequences for their subsequent careers. The methods of the inquiry are postal questionnaire and survey followed by in-depth interviews with selected respondents.

WORKING LIFE, EDUCATION AND PLANNING

Department of Political Science and
Department of Educational Research
Stockholm Institute of Education
P.O. Box 34103
S-100 26 STOCKHOLM Sweden

Project leader: Dr. Bo Lindensjö

Project period: 1981-85

Abstract: This project examines public policy which links higher education with working life, with attention to the implementation as well as the formulation stages of policy development. Plans made by authorities and planning agencies in this domain will be analysed to see whether they present a uniform policy, whether they are mutually consistant. The study of implementation will be comparative and deal with different types of higher education - traditional, academic studies and new higher education programmes.

TECHNICAL KNOWLEDGE AND VOCATIONAL IDENTITY

Department of Sociology
University of Lund
Box 5132
S-220 05 LUND Sweden

Project leader: Dr Boel Berner

Project period: 1982-86

Abstract: The project investigates the content and transmission of technical knowledge in upper-sec, which students assimilate and/or modify according to their own backgrounds and social attitudes. The project will analyse the qualification process with the aid of three concepts: technical competence, technical/professional values, and technical culture, which relate respectively to cognitive learning, discipline, and world views imparted by technical education. The investigation will be based on studies and intensive interviews of two upper-secondary schools and two technical faculties, and on the analysis of statistical material, essays, curricula, historical and other documentary material, plus questionnaire surveys.

KNOWLEDGE, ATTITUDES AND VALUES IN COMPUTER PROGRAMMING

Department of Technology and Social Change
University of Linköping
S-581 83 LINKÖPING Sweden

Project leader: Professor Lars Ingelstam

Project period: 1983-86

Abstract: Knowledge production processes, at all levels, will be faced with far-reaching demands for understanding and competences posed by computerisation. These demands have long-term implications for higher education.
The purpose of the project is to increase our understanding of the interaction of technology, knowledge, attitudes and values in the programming of computers. It will investigate such characteristics of information technologies as formalisation, predetermination and restrictions of flexibility, how different types of knowledge about programming are developed and transmitted and how programming work is influenced by knowledge, attitudes and values.
The project involves a number of case studies about the work of programmers and a study of the development of programming as a profession, together with a study of attitudes and values as they relate to working with information technology.

THE LABOUR MARKET AND STRUCTURAL CHANGE. HIGHER EDUCATION AS CLASSIFICATION?

Department of Economic History
University of Lund
Finngatan 16
S-223 62 LUND Sweden

Project leader: Ass. Prof. Rolf Ohlsson

Project period: 1984-87

Abstract: The object of the present study is to answer the following three questions in the light of various economic theories concerning the functions of education and the structure of the labour market. (1) Have the changes in the structure of employment in the post-war era had the effect that employers devote less importance to the cognitive elements of higher education and instead give priority to its classification function? (2) If so, what have been the basic economic changes underlying such a change of attitude? (3) How far has the higher education system been adapted to these possible changes in the national economy and in the attitudes to the functions of education?

This will involve, firstly, charting the transformation of Swedish industry during the post-war era, with particular emphasis on changes in the structure of occupations and professions. A varity of approaches will then be tested (human-capital and filter/sorting approaches respectively) in order to ascertain the extent to which industry has given priority to the cognitive and sorting functions of education respectively.

Secondly, various underlying factors will be investigated which can be presumed to have influenced the occupational structure and higher education with it. In particular, a study will be made of the manner in which the conditions bringing about the rapid economic growth of the 1950s and 1960s were transformed in the 1970s, as regards investment patterns, technical progress and labour market conditions.

In order to answer the third of our main questions, we will take as our starting point the intentions expressed in travaux préparatoires, comments by official bodies and organisations on the proposals put forward by Government Commissions, the reports presented by the Commissions themselves etc., with regard to the reforms of university and other higher education introduced during the post-war era. These original intentions will then be compared with the actual transformation of higher education.

KNOWLEDGE AND EDUCATION. A HUNDRED YEARS OF COMPETENCE LEGITIMATION.

Department of History
Uppsala University
St Larsgatan 2
S-752 20 UPPSALA Sweden

Project leader: Professor Rolf Torstendahl

Project period: 1984-1990

Abstract: The purpose of this study is to investigate the relationship between actual acquired capacity for solving certain problems and an acknowledged, possibly legalised competence for solving such problems. The initial hypotheses is that no fixed relation exists between knowledge and education in this sense. The intention is for the project to test the theory that the education system bears a definite relation to the economic structure of society, in such a way that knowledge rather than formal competence can come to the fore once the structure of the education system has been adjusted to the change.

The plan is to investigate the relationship between knowledge and education in two main surveys. One of these is intended as a comparative study on a European basis and will involve a comparison of career conditions and degrees for engineering

training in Sweden, France and Germany between 1880 and 1980. The engineers to be investigated comes from three educational institutions of comparable but still slightly different design, viz the Royal Institute of Technology (Stockholm), Ecole centrale des arts et manufactures (Paris), and Technische Hochschule/Technische Universität (Berlin). In general terms, all three of these establishments have a high standard of education during the period under review. The main variables, therefore, are the individual level of marks and economic structure, and the intention is to investigate whether the engineers' careers (measured in a few categories) have been decided by the individual level of knowledge (measured in marks) or the general educational level, and whether these conditions changed with the passing of time in step with the transformation of economic structure.

In a second investigation, an intensive study will be made of working processes and educational conditions at a variety of workplaces and within a couple of different occupational groups, so as to be able to study processes of professionalisation and associated monopolisation tendencies regarding formal competence. This investigation is also expected to employ a historical perspective on changes of economic structure.

Higher education as an organization

HIGHER EDUCATION ATTITUDES - A SURVEY ANALYSIS

Department of Political Science
University of Umeå
S-901 87 UMEA Sweden

Project leader: Ass. Prof. Jan-Erik Lane

Project period: 1979-82

Abstract: The aim of the project is to identify and analyse basic dimensions in the attitudes of the teachers and researchers in the higher education system towards the main components of their work in these institutions. The following aspects will be covered:

(1) Research
(2) Education
(3) Administration

Two kinds of attitudes are of interest in the project, attitudes towards the higher education system in general as well as attitudes towards the work situation within the various subsystems of the overall higher education system. The myriad of data about attitudes towards institutional predicaments and the outcomes of the higher education reforms are approached in terms of a framework that emphasizes *higher education ideology*, or the existence of constraints in the attitudinal pattern meaning that attitudes tend to converge to a considerable extent. The cleavages in the higher education profession towards the orientation to various aspects of their work are related to occupational and other background variables. The study has been planned in such a manner that it could be repeated later on in order to make possible longitudinal analysis of the higher education attitude pattern. It has been reported on in several articles in international journals. Besides a major Swedish publication is planned for 1985.

FROM CULTIVATION TO EDUCATION. A STUDY OF THE DEVELOPMENT OF SWEDISH UNIVERSITIES.

Department of Sociology
University of Gothenburg
Karl Johansgatan 27
S-414 59 GÖTEBORG Sweden

Project leader: Dr Lennart G. Svensson

Project period: 1978-82

Abstract: The relations between higher education and the state are studied during the period from the beginning of the 17th century until today. This is a new analysis, with a different theoretical frame of reference, of data earlier published in three monographs in Swedish. The growth of intellectual factions, the stratification as well as the class relations are central themes in this revised edition. But the structure of higher education, the curricula and their effects are dominant parts also in this study. - To be published in English in 1985.

IDEOLOGY, SCIENCE AND SOCIETY

Department of History of Ideas
University of Gothenburg
Västra Hamngatan 3
S-411 17 GÖTEBORG Sweden

Project leaders: Professor Sven-Eric Liedman and Ass. Prof. Ingemar Nilsson

Project period: 1979-82

Abstract: The project studies from an interdisciplinary perspective the origins and development of the medical profession in four countries, Sweden, Denmark, Britain and France. It draws on a variety of modes of enquiry, historical, sociological and comparative with a view to understanding the nature of the hierarchy and professionalisation to be found among practioners of medicine. - To be published in 1984.

THE EMERGENCE AND DEVELOPMENT OF TRAINING FOR SOCIAL WORKERS IN SWEDEN

Department of Sociology
University of Gothenburg
Karl Johansgatan 27
S-414 59 GÖTEBORG Sweden

Project leaders: Professor Edmund Dahlström and Esbjörn Johansson, BA

Project period: 1979-81

Abstract: This project entails an analysis of the training of social workers in Sweden, from the first modest beginnings with the courses arranged in the 1910s by the Central Union for Social Work (CSA) down to the Social Study Program of the present-day higher education system. It ties in with concept and theory formation in sociology of science and sociology of knowledge and with the sociology of education which has been developed at the Department of Sociology at the University of Gothenburg. At the same time this work is intended to contribute to a certain development of concepts and models. - The project has been delayed and will be reported in 1985.

KNOWLEDGE TRADITIONS IN THE EDUCATION OF PRE-SCHOOL TEACHERS

Department of Education
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL Sweden

Project leaders: Professor Ference Marton and Jan-Erik Johansson, M.A.

Project period: 1981-84

Abstract: This project describes and analyses 'pre-school methods' in Swedish pre-school teacher education and how this subject has been perceived by teachers of pre-school methods. Pre-school teacher-training programmes are examples of non-academic education which was incorporated into the Swedish higher education system in the reforms of 1977.
The initial premise is that considerable variability exists between 'pre-school' methods and 'infant education', and that this variation is related to changes that occured both in the pre-schools themselves, and in the education of pre-school teachers.

The study is based on interviewing teachers of pre-school methods, on discussions of the preliminary analysis with groups of teachers of this subject area, and on the analysis of written documents.
The methodological approach adopted draws upon a research tradition that studies people's perceptions of their surroundings (i.e. how they structure their reality), on historical studies of knowledge development, and on sociological studies of the development of higher education professions. Written materials will be collected to contrast developments in the 1930's and 1940's with those in the 1970's.

BUREAUCRATS, EDUCATION, AND THE ADMINISTRATION OF SOCIETY

Department of History
Uppsala University
S:t Larsgatan 2
S-752 20 UPPSALA Sweden

Project leaders: Professor Rolf Torstendahl and Dr. Svenbjörn Kilander

Project period: 1982-85

Abstract: The purpose of the project is to analyse the education of Swedish bureaucrats and administrators with respect ot the ideological content of that education. Does the view of State and society change over time? The problem is being studied in the context of the development of industrial society between 1890 and 1935, with particular reference to the post-secondary education of engineers, economists, lawyers and social scientists. Source materials will include text books, compendia and the reports of official enquires.

INSTITUTION AND IDEOLOGY 1880-1980

Department of History of Ideas
University of Gothenburg
Västra Hamngatan 3
S-411 17 GÖTEBORG Sweden

Project leaders: Professor Sven-Eric Liedman and Dr. Lennart Olausson

Project period: 1983-86

Abstract: An investigation of the connection between the outward organisation of the university its relation to public administration, its position in society, and certain central complexes of ideas developing and flourishing within the university. The study focuses on Sweden, but comparisons with other countries are of central importance. Its concern will be with three periods: 1890-1900, the 1930's and, finally the 1960's and 1970's.

LIBERTY, RESPONSIBILITY AND SCIENCE. STUDENT ORGANIZATIONS 1945-1970

Department of History of Ideas
University of Stockholm
S-106 91 STOCKHOLM Sweden

Project leader: Professor Nils Runeby

Project period: 1983-85

Abstract: This study focusses on Liberal and Social Democratic student organisations between 1945 and 1970. The initial assumption is that an important part of the debate conducted within the higher education system occurs in the student associations and that these associations are an important intermediary between universities and "society" (political organisations, "general" cultural debate). The period indicated covers developments from the end of the war to the student revolt in the Sixties and includes both profound changes in the educational system and a change of climate in public debate. The organisations with which the enquiry is mainly concerned appear to have been relatively close to one another in certain respects and also to have

been plunged into such a crisis by developments that they were both dissolved: this makes it particularly interesting to view them in a common perspective. One central task will be if possible to establish how developments appeared at grass-roots student level and in relations between this level and the community at large, how the role of academics and intellectuals and their social tasks were interpreted, and what view was taken of the relationship between science, higher education and society. The international ideological and political climate constitutes a self-evident frame of reference.

HISTORICAL SCHOOLS IN SCHOLARLY ENVIRONMENTS

Department of History
University of Uppsala
St Larsgatan 2
S-752 20 UPPSALA Sweden

Project leader: Dr Ragnar Björk

Project period: 1984-87

Abstract: This study is aimed at a systematic *comparison* of various scientific *schools*, above all in *historical research*, bearing different relations to university as a research environment, the aim being to investigate the feasibility of establishing ("introducing"), maintaining, transferring and disseminating ("implementing") a scientific programme within the academic sphere or outside it.

The subject of the study will be the - hitherto very scantily analysed - *Hjärnean* historical tradition and the *Weibullian* school of history, and also, in the second instance, the historical *Erslev* school in Denmark, the partially historical groups surrounding the journal '*Annales...*' in France and the social-scientific *Frankfurt* school in Germany. These schools appear with various forms of activity (seminars, associations, editorial boards of journals, institutes) bearing various relations to university as a general organisational framwork.

The project will try to establish the strength of these relations and, in due course, draw more general conclusions concerning the prerequisites of success for schools of thought in relation to their academic circumstances and preconditions.

The Research Function

PRACTITIONERS AND SOCIAL SCIENTISTS. PLANNING AND THE UTILIZATION OF SOCIAL SCIENCE.

Department of Sociology
University of Gothenburg
Karl Johansgatan 27
S-414 59 GOTEBORG Sweden

Project leaders: Professor Edmund Dahlström and Esbjörn Johansson, BA

Project period: 1977-80

Abstract: The project contains analyses of the relations between practioners and researchers in three fields: consumer policy, working life policy and higher education policy. The project has been delayed and will be reported in 1985.

THE CULTURE AND COMMUNITY OF RESEARCH

Department of Sociology
University of Lund
Box 5132
S-220 05 LUND Sweden

Project leader: Dr. Katrin Fridjonsdottir

Project period: 1982-86

Abstract: This project investigates the interplay of cognitive, social and institutional factors in university-based scientific research.
The project will be carried out in the following three phases:
1. Historical and theoretical studies in order to prepare for the empirical work.
2. Data collection at Swedish universities. Two generations of scientific researchers will be studied.
3. Data analysis.

THE USE OF SECTORAL RESEARCH

Group for the Study of Higher Education
and Research Policy
Department of Political Science
University of Stockholm
S-106 91 STOCKHOLM Sweden

Project leader: Ass. Prof. Rune Premfors

Project period: 1982-85

Abstract: There are in Sweden some 50 or 60 agencies devoted to the task of research and development which are the manifestation of the government's policy of sectoral research. The project aims to subject this policy to analytic scrutiny. The problems to be investigated include the following. What are the positions and resources of the sectoral R & D agencies within their sectors? How are the R & D agencies governed? Which types of knowledge are they trying to develop? To what extent and with what methods are R & D results utilised and disseminated?
A series of seminars is planned which will scrutinise selected R & D agencies.

HIGHER EDUCATION AND RESEARCH ORGANIZATION

Group for the Study of Higher Education
and Research Policy
Department of Political Science
University of Stockholm
S-106 91 STOCKHOLM Sweden

Project leader: Ass. Prof. Rune Premfors

Project period: 1984-1990

Abstract: Dr Rune Premfors has been awarded a grant, a six-year associate professorship, which is tied to the person rather than to a project. This grant gives him the opportunity to further develop his studies within his special areas of interest. His plans include studies of decision-making at the institutional level in Swedish higher education, knowledge utilization and cutback management at the national level, and current developments in the relationship between higher education and industry in Sweden.

The Educational Function

STUDY SKILL IN MECHANICS

Department of Education
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL Sweden

Project leader: Ass. Prof. Lennart Svensson

Project period: 1978-83

Abstract: The purpose of the project is to study technology students' understanding and learning in mechanics. The study proceeds from the concept of 'study skill' developed previously with the purpose of developing further and extending the previous descriptions to a natural science/technology content. We see ourselves arriving at descriptions of decisive differences in understanding of physical phenomena and descriptions of what is characteristic of study activities which lead to differing understanding. Here we chiefly make use of physical phenomena for an explanation of which the force concept of classical mechanics is of direct relevance. The aspect of study skill we concentrate chiefly on is the cognitive approach or direction in thinking.

INTELLECTURAL MATURITY AS AN EDUCATIONAL IDEAL

Department of Philosophy
University of Lund
Kungshuset, Lundagård
S-223 50 LUND Sweden

Project leader: Professor Sören Halldén

Project period: 1981-86

Abstract: The project concerns itself with the student's self-directedness, determined by his/her attitude to life, feeling for quality and essentiality, and with his/her opinions concerning techniques of knowledge acquisition. A descriptive study will be made of the occurence of different types of ideas about self-direction and similar notions. The main emphasis will be on the analysis of written material.

STUDIES OF RESEARCH TRAINING IN BIOLOGY AND PHYSICS

Department of Education
University of Gothenburg
Box 1010
S-431 26 MÖLNDAL Sweden

Project leader: Ass. Prof. Leif Lybeck

Project period: 1983-86

Abstract: The project will study the phenomenon of research training in a content-oriented pedagogical perspective. Its purposes are as follows:

To chart the conceptions of research training entertained by supervisors and post-graduate students, by means of interview studies, and to relate them to their conceptions of subject range, knowledge, science and research.

By means of participatory observation in research groups, to chart aspects of the content of research training and the relationship between supervisor and student in their interaction with the cognitive structure of the discipline, with reference to problems arising in the work on the doctoral thesis.

To study the outward conditions applying to research training within the subject fields selected.

To compare the results in order to gain more fundamental insights for discussion in a theoretical context.

EDUCATION FOR THE APPLICATION OF STATISTICS. A STUDY OF KNOWLEDGE PERSPECTIVES

Department of Philosophy
University of Uppsala
Box 256
S-751 05 UPPSALA Sweden

Project leader: Dr. Bengt Molander

Project period: 1983-87

Abstract: The purpose of this project is to examine in a historical and comparative perspective the capacity acquired by students for applying statistics critically and with reflection (both within pure statistics and in its broader application). It will also examine the conceptions of cognition of students, teachers and practicing statisticians of *various* kinds together with their views concerning the role of statistics. The study will employ content analysis of programme and goal documents, analysis of teaching materials (in various subjects and traditions) and, finally, interviews and participant observation.

INTEREST IN HIGHER EDUCATION AND RESEARCH

Department of Psychology
University of Gothenburg
Box 14158
S-400 20 GÖTEBORG Sweden

Project leader: Professor Lennart Sjöberg

Project period: 1984-88

Abstract: This project is a continuation of our research into study interest. Our intention is to follow three groups of students, viz technologists studying civil engineering and chemistry at the Chalmers Institute of Technology, and psychology students. An initial collection of data was undertaken by means of a comprehensive questionnaire at the beginning of the autumn 1983, when these students had just commenced their studies. We are particularly concerned with investigating the development of study interest, its relation to various educational experiences and the student situation generally, and its influence, for example, on interrupting studies or on going into postgraduate studies. We will also make special studies of postgraduate students with both theoretical and more applied specialities, and we will undertake certain further studies of upper secondary school students. This latter group continues to attract our interest, mainly because we wish to ascertain whether a certain one-sidedness previously observed in the interest make-up of natural scientists and technologists is also present in other groups. We also wish to study the role of tactics in the choice of studies and the apportionment of students' efforts between different subjects.

Publications by disciplines and in Swedish/English

Disciplines	1973-81*)		Of which in		1982-84		Of which in		1973-84	
		%	Sw	Eng		%	Sw	Eng		%
Philosophy, History, History of Ideas, Theory of Science	23	14	19	4	59	29	33	26	82	22
Business Economics, Economics, Economic History, Geography	17	10	7	10	5	2	4	1	22	6
Education, Psychology	58	35	14	44	54	26	22	32	112	30
Sociology, Anthropology	28	17	24	4	23	11	7	16	51	13
Political Science	31	18	10	21	50	24	16	34	81	22
Others	10	6	10	-	16	8	5	11	26	7
TOTAL	167	100	84	83	207	100	87	120	374	100

*) From Neave-Jenkinson (1983) *Research on Higher Education in Sweden. An Analysis and an Evaluation* (Stockholm: Almqvist & Wiksell International), pp. 90-102.